

Core Curriculum Committee (CCC), Year 4 Assessment: Diversity Subcommittee Report, May 5, 2023

The CCC Diversity Subcommittee reviewed 13 courses currently listed with the D Core designation; we reviewed these courses using the following questions as our review criteria:

- *Do the syllabi reflect the intention of the Core Perspective definition?*
- *Do the assignment examples attached to the syllabus permit students to attain the Core Perspective learning outcomes as defined?*
- *Do the working group reviewers have any additional feedback related to improving student attainment in the core perspective?*

The courses the Diversity Subcommittee reviewed were the following according to the above criteria:

- AMST 101D, Introduction to American Studies
- ANTY 101D, Anthropology and the Human Experience
- BGEN 242D, Introduction to International Business
- EDU 211D, Multicultural Education
- GPHY 141D, Geography of World Regions
- HONR 204D, Great Expeditions
- HSTR 135D, The Modern Middle East
- JPNS 150D, Japanese Culture & Civilization
- LIT 214D, Regional Literature
- NASX, 205D, Native Americans in Contemporary Society
- PHL 270D, Philosophies of Asia
- PSYX 235D, Contemporary Issues in Human Sexuality
- SOCI 201D, Social Problems

Committee Findings:

Overall, the 13 courses reviewed meet the three criteria above, with the exception of PHL 270D, which does not explicitly address the Core Diversity Perspective of the “Assesses Global & Local Citizen” requirement. Thus, the Committee recommends that the syllabus have more explicit language with regard to this Diversity Core Perspective. As the other 12 courses explicitly state the Diversity Core Perspectives, the Committee recommends that the PHL 270D syllabus be amended to align with the language in other course syllabi in the D core.

Course #	Meets Diversity Perspective	Assesses Global & Local Citizen	Assesses Effective Communicator	Integrates Thinkers & Problem-solvers
AMST 101D (SB)	Yes. The course presents topics related to race, class, or gender (or the intersection of these categories).	Yes. This class will help students understand multiple ways of thinking about becoming local and Global Citizens.	Yes, reflected in the form of weekly discussion sections with a GTA, and analytical essays.	Yes, in this course students will learn to think about these issues from multiple perspectives and how to develop evidence-based arguments.
ANTY 101D (SB)	Yes. Represented in the Course Learning Outcomes "Critically assess cross cultural diversity and social practices in the US and around the world". The issues discussed in this course, such as the concept of "race," issues surrounding ethnicity and gender, and the problems of colonialism and the ethics of anthropological inquiry, are all relevant to students' everyday lives.	Yes. This course requires students to gain knowledge of diversity among humans, and how diverse cultures, histories, and values that have shaped the US and other world societies to better understand our society in the global context. The course employs an intersectional lens and covers issues pertaining to various identities such as race, ethnicity, gender, sexuality, and class. Students also learn about anthropologists' engagement with local communities, and the importance of gaining knowledge in collaboration with indigenous cultures in the world.	Yes, reflected in the form of writing assignments and discussion. The following criteria form the basis for evaluation of their written works (1) clarity of their argument (use of supporting materials) and (2) clarity of expression (how they present and organize their argument).	Not assessed in D courses.

BGEN 242D (SB)	Yes. This course uses course content, exercises, and activities that are respectful of all forms of diversity: gender, sexual orientation, disability, age, socioeconomic status, 7 ethnicity, race, culture, perspective, and other background characteristics.	Yes. This course, students will demonstrate effective strategies to listen and respond to others. They act with integrity in establishing respectful relationships and productively manage conflict to reach ethical outcomes. Students will understand sources of identities, their own and others, and how identities influence civic values, assumptions, responsibilities and community engagement.	Yes, students will collaborate with others by openly and constructively giving and receiving feedback, and they use that feedback to revise and improve their own communication	Not assessed in D courses.
EDU 211D (MAH)	Yes, reflected in all of the Learning Outcomes and Cultural Exploration, Indigenous Peoples project and Cultural Journey assignments	Reflected in Learning Outcomes 2 and 3 on syllabus: “understand and demonstrate respect for diverse cultural patterns and expectations”; “describe diversity within societies as well as diversities among societies”	Reflected in written assignments and reports	Not assessed in D courses
GPHY 141D (SB)	Yes. This course examines race, gender, sexuality, social class, ethnicity, nationality, indigeneity or other social differences and place them in their historical or contemporary contexts.	Yes. Students apply knowledge of diverse cultures, histories, values, or conflicts that have shaped the US and other world societies to better understand current events, US democratic and other global political institutions, or social life.	Yes, reflected in the form of written, spoken, and visual communication to create meaning, build relationships, foster understanding, and persuade.	Not assessed in D courses.
	Course integrates several physical and social science	An Immersive course: students will apply knowledge of diverse		Not assessed in D courses.

<p>HONR 204D (MAH)</p>	<p>topics that link directly to an understanding of ethnicity (e.g., Sherpa, Magar, Rai mountain cultures); nationality (e.g., the struggles of Tibet and Nepal, caught in the economic/political vise between Communist China and India); religious diversity throughout the region (e.g., Hinduism, Buddhism, Yungdrung Bon (####), Jainism, Sikhism, Islam); social class hierarchy in Nepal; the traditional role of women in mountain communities; the struggles for educational opportunities throughout the region, especially for young girls in remote villages; and other historical and contemporary topics</p>	<p>cultures through outreach and interaction with university students in Kathmandu, Nepal.</p>	<p>Reflected in Learning Outcomes and assignments.</p>	
<p>HIST 135D (MAH)</p>	<p>Yes: Reflected in Learning Outcomes and course description to examine patterns in the modern Middle East’s formation, reflecting on the past to better understand developments taking place in the region today.</p>	<p>In Course Description and Assignments: this course requires students how their knowledge of diverse cultures, histories, values, or conflicts have shaped the US and other world societies.</p>	<p>Reflected in Learning Outcomes, especially #2: successfully employ course knowledge in written and verbal discussions of both contemporary issues and earlier developments taking place during the era under review.</p>	<p>Not assessed in D courses.</p>
<p>JPNS 150D (MAH)</p>	<p>JPNS 150D facilitates students’ explorations of historical, aesthetic and ideological dimensions of a major foreign cultural tradition, thereby enhancing knowledge of global cultural and ethnic diversity. Learning about a foreign culture enables MSU students to learn</p>	<p>JPNS 150D confronts MSU students with the problem of cultural transformation in relation to foreign hegemony, both from the East Asian mainland and from the West, at different points in the nation’s history. Japan’s long history of “cultural borrowing” — which</p>	<p>Students in JPNS 150D exercise their communication skills through presenting well-justified questions for classroom-wide discussions on assigned materials in literature, drama, and film. In responding to such questions by their peers, they challenge each</p>	<p>Not assessed in D courses.</p>

	about other ways of thinking and navigating the world.	always has entailed negotiations of various kinds with the foreign culture in question— provides compelling insights into the costs of adaptation to cultural hegemony in a world increasingly globalized in terms of “Western” culture, thereby providing students with critical insights into unexamined aspects of their own cultures, including conceits of cultural “authenticity.”	other’s interpretations and hone their abilities to represent and exchange their ideas effectively and tactfully. On exams, they provide evidenced-based arguments for the points of view they have developed in regard to assigned materials and lectures. Appropriate assignments to achieve this.	
LIT 214D (MAH)	In this course, students will examine a variety of iterations of the Western genre - in literature, public discourse, dime novels, art, film, TV, and even video games - in order to interrogate the idea of the West in the American imaginary, including representations of American Indians, landscape, and the frontier, and the doctrine of manifest destiny.	Course introduces students to the idea of regional literature and examines it in the context of, as well as in contrast with, the literary canon and global conceptions of literature. Students will consider what makes a particular regional literature unique, how literature contributes to an understanding of region, and how a given text might display characteristics of both the region and the nation or world beyond the region, creating a body of literature that is changing rather than static.	Students will think, talk, and write about regional literature in complex and nuanced ways. In addition, the class involves short in class writing, extensive collaborative work in class, and regular discussion and analysis.	Not assessed in D courses.
NASX 205D (MN)	Yes, Contemporary Native American society, challenges in changing world, emphasis on Montana (ethnicity, indigeneity)	Focus on historical issues pertaining to the contemporary conditions & how they have been impacted; assessment through exams, writing, & oral communication	Yes, reading, writing, & in class discussion	Yes, presents a variety of issues & methods pertaining to NA concerns

PHL 270D (MN)	Yes, focus on Indian & Asian philosophy (ethnicity, nationality, indigeneity, social difference)	Not clear, this is not explicitly addressed in the application or the syllabus	Yes, in the form of writing assignments & class-based discussion	Not clear, given the nature of the subject matter, I would say yes; not necessary for D courses
PSYX 235D (MN)	Yes, human sexuality (sexuality & social difference)	Yes, examine own positions on sexuality against background of other beliefs and practices	Yes, in the form of in class discussion, written assignments	Not necessary for D courses
SOC 201D (MN)	Yes, examines issues in contemporary society (gender, social class, ethnicity, social difference)	Yes, examination of identity within society; assess this through exams, written work, and discussion	Yes, in the form of written work and in class discussions	Not necessary for D courses